

જા.નં./મા-૨/સ્કીલ.અસે./૨૦૨૧/૧૪૧-૧૭
જિલ્લા શિક્ષણાધિકારી કચેરી,
બે-૩, જિલ્લા સેવા સદન-૨,
અઠવાલાઈન્સ, સુરત.
તા.૨૫/૧૦/૨૦૨૧

ઉક્ત પત્રની જાણ તથા અમલવારી કરવા સારું.


(એ.ચ.એચ. રાજ્યગુરુ)
જિલ્લા શિક્ષણાધિકારી,
સુરત, જિ. સુરત.

પ્રતિ,

આચાર્યશ્રી,

યાદી મુજબની શાળાઓ.

- (૧)એલ.એન.બી. દાળીયા સ્કૂલ, અડાજણ
- (૨)સરદાર પટેલ વિદ્યાલય, પાલ
- (૩)એમ.એન.જે.સ્કૂલ, વરાછા, સુરત ડાયમંડ ગર્લ્સ સ્કૂલ, વરાછા
- (૪)એલ.પી.ડી.હાઈસ્કૂલ, પુણા
- (૫)રામ કૃષ્ણ હાઈસ્કૂલ, લ.હ. રોડ, વરાછા
- (૬)નવસર્જન હાઈસ્કૂલ, પાંડેસરા
- (૭)સરસ્વતી વિદ્યાલય, એ.કે. રોડ, સુરત
- (૮)કે.એન્ડ. એમ.પી. સ્કૂલ, અમરોલી
- (૯)ગૌતમી કન્યા વિદ્યાલય, અમરોલી
- (૯)સુમન સ્કૂલ-૧૮, પુણાગામ
- (૧૦) ટી. એન્ડ ટી. વી. હાઈસ્કૂલ, નાનપુરા



Shri H.H Rajyaguru <suratdeo@gmail.com>

Regarding life skills assessment

1 message

Divya Singh <divvya.singh@gmail.com>

Wed, Oct 20, 2021 at 4:05 PM

To: suratdeo@gmail.com

Dear sir

I am Divya Singh, State Consultant, Samagra Shiksha, UNICEF. I came to Surat and met you regarding Life skills assessment of students of 10 secondary schools of Surat city.

Please find attached the request letter along with the life skills assessment tool. In the preliminary discussion with the district office there, the following schools were suggested-

1. LNB Daliya school, Adajan
2. Sardar Patel Vidyalaya, Paal
3. MNJ School, Varaccha; Surat Diamond Girls, Varachha
4. LPD Patel High school
5. Ram Krishna High school, LH Road, Varachha
6. Nav Sarjan High School, Pandesara
7. Sarasvati Vidyalaya, AK Road
8. K and N P Amroli
9. Gautami Kanvya Vidyalaya, Amroli
10. Suman-18, Poonagam
11. THT School, Nanpura

I will be visiting Surat on the 22nd for three days to make the school visits.

Regards
Divya

4 attachments

 Letter to Surat DEO_Edu_Oct 2021.pdf
323K

 English Hindi Life Skills guj revised (3) (1) (1).docx
49K

 Concept note.pdf
99K

 Letter to Samagra Gandhinagar.pdf
96K

unicef  | for every child

United Nations Children's Fund | Gujarat State Office

Plot # 145, Sector 20, Gandhinagar 382 021

Telephone: (+91) 79-23225366/ 23227034 | Facsimile: (+91) 79-23225364 | gandhinagar@unicef.org | www.unicef.in

GFO/50/2021/161

October 19th, 2021

District Education Officer
Surat, Gujarat

Dear Sir,

Pilot testing of Life Skills Assessment tool in 10 secondary schools of Surat City

In continuation with ongoing discussions, a self-assessment tool has been developed for assessing the life skills of the students of secondary grades. In order to finalize the tool for further replication and state wide adoption, the tool is to be piloted in select secondary schools of the state.

We request you to kindly support UNICEF with the pilot testing of these tools in grades 9th to 12th of 10 Government/ Government Aided schools of Surat city with a minimum total enrollment of 1200 boys and girls (*total 2400 students*). The objective of the exercise is to test the validity and reliability of the assessments and would not be released or published by UNICEF. The district and school level reports would be shared with you post assessments (for planning interventions).

We request you to kindly support the initiative by sharing the list of sample schools and also send out the necessary orders to the schools so that the assessment can be carried out. UNICEF consultants/representative will coordinate with you and the district education team for planning the details of test administration. Prior to the assessments, UNICEF would like to conduct a two hours online orientation of the test administrators (*at least one from each school*) to support the implementation. The proposed date of assessments are last week of October before the schools close for the Diwali vacation.

We look forward to receiving your support for strengthening interventions for holistic development of all children.

Best regards,

Yours sincerely,



Sharmila Ray
Specialist, Child Protection
UNICEF Gujarat

Capacity Building for Comprehensive Life Skills Assessments of Adolescents

Introduction

UNICEF is working across 17 States and is supporting the government to promote life skills amongst adolescents in India. In 2018, UNICEF collaborated with Young Lives India (YLI) to develop a validated Life Skills Measurement Tool (LSMT-E) for students aged 11-14 years. The LSMT-E was standardized following rigorous pilots across 5 State/s of India. Subsequently, YLI built capacities of government functionaries in select States to implement LSMT-E in elementary schools.

Building upon the initiative to measure life skills of adolescents in elementary grades, UNICEF entered into another partnership with YLI to develop a life skills measurement tool for adolescents in secondary and senior secondary grades (Grade 9-12). Developing a validated life skills tool for adolescents aged 15-18 years will provide robust measurement of life skills amongst secondary and senior secondary students, which is critical as they prepare for labour market transitions.

Objectives of the Project

The objectives of the project are as follows:

- To develop life skills measurement tool for use by education officials to measure life-skills of adolescents in grades 9-12.
- To build the capacity of a cadre of State Master Trainers to use the life skills measurement tool and provide mentoring support for analysis of the assessment data.

Planned Activities

YLI has developed the draft Life Skills Measurement Tool-Secondary Stage (LSMT-S) in the form of a self-assessment tool for students. The LSMT-S will be validated and a pool of Master Trainers will be trained in the State.

Activity 1: Pilot of Life Skills Measurement Tool-Secondary Stage (February - March 2021)

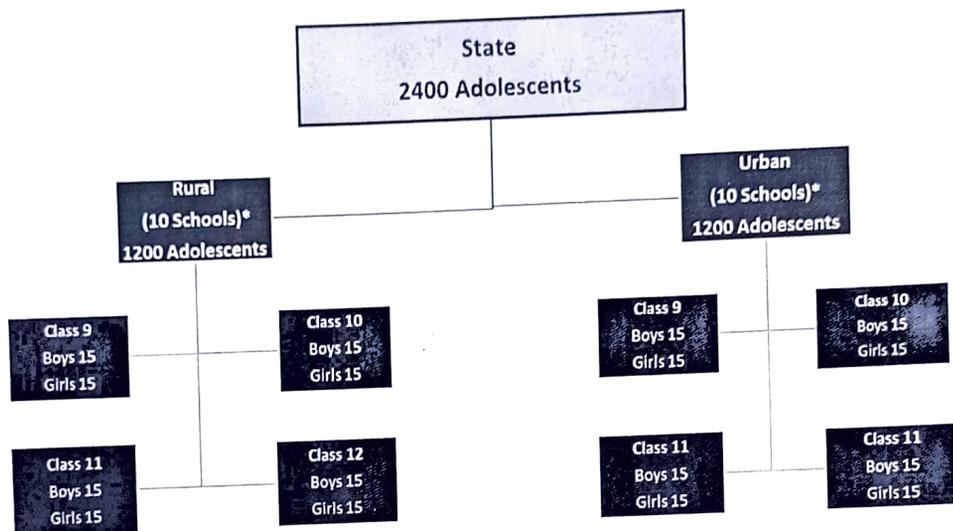
YLI will conduct a pilot of the draft LSMT-S in the State of Gujarat across two districts covering both urban and rural schools with equal distribution of boys and girls.

Sample for the pilot:

The LSMT-S will be piloted with approximately 2400 girls and boys from Grades IX, X, XI, XII in select government secondary and senior secondary schools. The schools will be selected so as to have a comparable number of girls and boys across rural and urban schools, in two districts of Gujarat. Figure 1 provides an overview of the sampling plan, but the number of schools may change based on the student population in the selected schools. Due to the current COVID situation, it is proposed that along with a paper-pencil format of the LSMT-S, YLI will also share a link to a Google form, which will be

circulated amongst the participant students, with support from the school authorities to collect data virtually as well.

Figure 1: Sampling Plan for the Pilot of LSMT-S



** Note: The Grade-wise sampling plan is for one school. Similar sampling will be done across 10 schools in both, rural and urban areas.*

YLI will finalize the LSMT-S on the basis of the results from the pilot of the Tool.

Activity 2: Capacity building workshop for State Master Trainers (April – June 2021)

Training workshop in batches of approximately 50 participants will be organized to build the capacity of State functionaries and Master Trainers on the use of LSMT-S in the State.

The proposed participants of the training workshops would include Resource Persons and other officials of the Departments of Education involved in the implementation of life skills education in secondary and senior secondary schools. Participation of Master Trainers would be ensured from the District and the Blocks where the State plans to implement LSMT-S with 2400 students (Grades IX-XII), under this project. It would also be useful to ensure participation of MIS officials who would support in data entry as well as analysis of the life skills data both at the District level (where the LSMT-S will be implemented under this project) as well as at the State level in the long term.

The training programmes will be participatory and experiential in nature, comprising of hands-on exercises, such as self-administration of the LSMT-S. YLI will also build capacities of the State Master Trainers to analyse the data from the State Pilot of the LSMT-S.

Activity 3: State Pilot of the Life Skills Measurement Tool- Secondary Stage (April – June 2021)

The State Pilot should be conducted in two - three Districts, across at least, one rural and one urban Block, per District. The State Department of Education will be responsible for the data collection. YLI will share the data entry formats with the trained cadre of State Master Trainers and will provide mentoring support to the cadre of trained State Master Trainers for conducting life skills assessments using the LSMT-S in select districts in the State, and undertake double data entry. Upon receipt of the quality assured data from the State, YLI personnel will undertake the analysis.

Activity 4: Life Skills Assessment Report (July – September 2021)

Subsequently, based on the data received from the State, YLI will generate a report on the status of Life Skills among adolescents in Grades 9 -12 in the State and submit the assessment report.

Life Skill Measurement Secondary

जीवनकौशलमापनटूल

जीवन कौशल्य मापन उपकरण (माध्यमिक)

S. No. क्रम	Items विगत	Strongly disagree दृढतापूर्वक असहमत	Disagree असहमत	Neutral तटस्थ	Agree सहमत	Strongly agree दृढतापूर्वक सहमत
1.	When solving a problem, I do not always pursue the first idea that comes to my mind. किसी समस्या का समाधान ढूँढते समय मैं अधिकतर अपने दिमाग में सबसे पहले आने वाले विचार का प्रयोग नहीं करती/ करता हूँ। ज्यादा कुछ समस्याओं का समाधान नहीं शोध में डूँबे, हूँ मोटे भागों मारा भागों में सीधी पहला आवृत्तों विचारों अनुसरण करती/करती नहीं.					
2.	I find it easy to recognize somebody else's feeling of happiness. मैं दूसरों की खुशी के एहसास को आसानी से पहचान पाती/पाता हूँ। बीजानि भुशीनी लागणीयों हूँ सरलताथी ओजपी शकुं छुं.					
3.	When arguing about a particular topic I am aware that there will be different points of views. किसी विषय पर बहस करते हुए मुझे एहसास होता है कि लोगों के					



	વિભિન્ન દૃષ્ટિકોણ/ નજરિયે હોંગે। કોઈ ચોક્કસ વિષય પર ચર્ચા કરતી વખતે એ વાતની મને જાણ હોય છે કે લોકોના દ્રષ્ટિકોણ જુદા-જુદા હશે.					
4.	I find it difficult to think of novel ways to do my assignments. અપને અસાઇનમેન્ટ્સ કરતે સમય મુજે નए तरीके सोचने में मुश्किल होती है। મારા અસાઇનમેન્ટ્સ કરતી વખતે મને અવનવી પદ્ધતિઓ વિશે વિચાર કરવામાં મુશ્કેલી અનુભવાય છે.					
5.	I am not fully aware of my strengths and weaknesses. મુજે અપને ગુણોં और कमजोरियों की पूरी तरह से जानकारी नहीं है। મને મારી ક્ષમતાઓ અને નબળાઇઓઅંગે સંપૂર્ણ ખ્યાલ નથી.					
6.	I remain optimistic when faced with an adversity. मैं किसी भी प्रतिकूल परिस्थिति में आशावादी रहती/रहता हूँ। હું કોઈપણ વિપરીત સંજોગોમાં આશાવાદી રહું છું.					
7.	I do not hesitate to take decisions. મુજે નિર્ણય લેને મેં કોઈ ઢિઢક નહીં હોતી હૈ। હું નિર્ણય લેવામાં ખચકાતો/ખચકાતી નથી.					
8.	When facing hard times, I tend to think the worst is going to happen. કઠિન પરિસ્થિતિયોં કા સામના કરતે સમય મુજે લગતા હૈ કિઆગે હાલાતઁઁર ઁી વિગઢેંગે। જ્યારે કઠીન પરિસ્થિતિનો સામનો કરું છું, ત્યારે મને વિચાર આવે છે કે આનાથી પણ ખરાબ થવાનું છે.					
9.	When a situation confuses me, I attempt to gather relevant information related to it.					

	<p>जब किसी स्थिति में मुझे उलझन होती है तो मैं उससे जुड़ी उचित जानकारी जुटाने की कोशिश करती /करता हूँ। ज्यारे ओई परिस्थिति मने मूंगवणमां मूके छे त्यारे हुं तेने संबंधित योग्य माहिती ओकठी करवानी ओशिश करुं छुं.</p>					
10.	<p>I can easily tell when someone else is angry even if he/she tries to hide it. लाख छुपाने पर भी मुझे दूसरोंका गुस्सा आसानी से दिख जाता है। ज्यारे बीजुं ओई गुस्सामां होय, लदे ते/तेणी तेने छुपाववानो प्रयास करे तो पण हुं ते जणणी शकुं छुं.</p>					
11.	<p>I can think of many creative and novel ways to use a brick. मैं ईट के कई रचनात्मक और नए उपयोग सोच सकती/ सकता हूँ। हुं छटना उपयोग विषेनी धणीबधी सर्जनात्मक अने अवनवी-पद्धतियो विशे विचारी शकुं छुं.</p>					
12.	<p>I do not spend too much time in organizing information when working on my assignments. मैं कोई भी असाइनमेंट करते समय जानकारी समन्वय करने में ज्यादा समय नहीं लगाती/ लगाता हूँ। ज्यारे मारा असाइनमेन्ट्स पर काम करुं छुं, त्यारे माहितीने संकलित करवामां वधु समय वित्तावती / वित्तावती नथी.</p>					
13.	<p>I am able to easily analyze information while undertaking a task. मैं किसी कार्य को करते समय उससे सम्बंधित जानकारी का विश्लेषण आसानी से कर पाती/पाता हूँ। हुं ओई पण कार्य हाथ धरती वपते संबंधित माहितीनुं सरलताथी विश्लेषण करी शकुं छुं.</p>					



	<p>When involved in a disagreement with others, I attempt to consider their interests. मतभेद की स्थिति में मैं दूसरों के हितों का ध्यान रखने की भी कोशिश करती/करता हूँ। હું બીજાઓની સાથે અસહમતિની સ્થિતિમાં બીજાના હિતને પણ ધ્યાનમાં રાખવાનો પણ પ્રયત્ન કરું છું.</p>					
15.	<p>My mind wanders during conversations. बातचीत के दौरान मेरा ध्यान भटक जाता है। વાતચીત દરમિયાન મારું ધ્યાન ભ્રમિત થઈ જાય છે.</p>					
16.	<p>I do not give up when faced with hopeless situations. मुश्किलों का सामना करने पर भी मैं कभी हार नहीं मानती /मानता हूँ। જ્યારે નિરાશાજનક સ્થિતિનો સામનો કરું છું ત્યારે હું હાર માનતો/માનતી નથી.</p>					
17.	<p>I am able to come up with new ideas that no one else has thought of before. मेरे दिमाग में ऐसे नए विचार आते हैं जो पहले कभी किसी ने भी नहीं सोचे होंगे। હું નવી રીતે વિચારી શકું છું, જે પહેલાં ક્યારેય કોઈએ વિચાર્યું નહીં હોય.</p>					
18.	<p>I can express myself clearly in a variety of situations. मैं विभिन्न स्थितियों में अपनी बात स्पष्ट रूप से प्रकट कर सकती/सकता हूँ। હું વિવિધ પરિસ્થિતિઓમાં મારી જાતને સ્પષ્ટ રીતે અભિવ્યક્ત કરી શકું છું.</p>					
19.	<p>I am aware of my learning style.</p>					

	मैं अपनी सीखने की शैली से अवगत हूँ। हूँ भारी शीभवानी शैलीथी वाकेइ छुं.					
20.	I keenly look forward to participating in activities in my neighbourhood. मैं अपने आसपड़ोस की गतिविधियों में भाग लेने के लिए उत्सुक रहती/रहता हूँ। हूँ भारी आडोश-पाडोशनी प्रवृत्तियोंमां भाग लेवामाटे उत्सुक/आतुर रहूँ छुं.					
21.	I am generally not discouraged by failures. मैं असफलताओं से अधिकतर निराश नहीं होती/होताहूँ। हूँ सामान्यरीते निष्फलताओथी निराश थतो/थती नथी.					
22.	I find it difficult to think creatively. मुझे रचनात्मक तरीके से सोचने में मुश्किल होती है। सर्जनमात्मक रीते विचारवामां हूँ मुश्किली अनुभवुं छुं.					
23.	When I am under pressure, I feel unsure about my ability to make decisions. दबाव की स्थिति में मैं अपने निर्णय लेने की क्षमता पर विश्वास नहीं करती/करताहूँ। ज्यारे हूँ डोई दबावमां होई त्यारे हूँ भारी निर्णय लेवानीक्षमतापरविश्वास करी शकतो/शकती नथी.					
24.	When confronted with a problem, I try to understand all aspects related to it. किसी समस्या जनक परिस्थिति में मैं उसके सभी पहलुओं को समझने की कोशिश करती/करता हूँ। ज्यारे समस्यानो सामनो करुं छुं, त्यारे हूँ तेना संबंधित तमाम पासाओने समजवानो प्रयत्न करुं छुं.					

	<p>While undertaking a task, I spend time in checking authenticity of information gathered. किसी कार्यको करते समय, मैं उपलब्ध जानकारी के स्रोतों की विश्वासनीयता की जाँच करता/करती हूँ। डोईपण कार्य करती वभते, हुं उपलब्ध माहितीना स्रोतनी विश्वसनीयता तपासुं छुं.</p>					
26.	<p>During conflict situations, I convey my response in a decisive manner. मैं विवादपूर्ण स्थितियों में अपनी प्रतिक्रिया दृढ़तासे व्यक्त करती/ करता हूँ। हुं विवादपूर्ण परिस्थितियों में मारी प्रतिक्रियाने त्तरपूर्वक/मक्कमताथी व्यक्त करुं छुं.</p>					
27.	<p>I do not need other people to tell me my qualities since I am aware of them. अपने गुण पहचानने के लिए मुझे दूसरों की आवश्यकता नहीं होती है। मारी भासियतो विचे बीजा लोकोथे मने कंठ कहेवानी जरुर नथी कारण के मने मारी क्षमताथो विचे ज्ञाण छे.</p>					
28.	<p>I put off/defer making difficult decisions. मैं कठिन निर्णय लेना टालती/टालता हूँ। हुं मुश्किल निर्णय लेवानुं टाणुं छुं.</p>					
29.	<p>I find it difficult to come up with multiple creative ideas. मैं आसानीसे विभिन्न रचनात्मक तरीके नहीं सोच पाती। बहुविध रचनात्मक रीते विचारवामां हुं मुश्किली अनुभवुं छुं.</p>					
30.	<p>I hesitate confronting other people with my views if I disagree with them. अगर मैं लोगों से असहमत हूँ तो मैं अपने विचार प्रकट करने में झिझकती/</p>					

	<p>झिझकता हूँ। जो हूँ बीजा साथे असहमत होऊँ, तो मारो दृष्टिकोण बीजा लोको सामे रजू करवामां पयकाट अनुभवुं छुं.</p>					
31.	<p>In case my classmates disagree with my approach to a project, I continue to discuss the matter with them. अगर मेरे सहपाठी मेरे बताये हुए तरीकेसे प्रोजेक्ट नहीं करते हैं तो मैं उनसे इसबारे में चर्चा जारी रखती/रखता हूँ। जो मारा सहाध्यायीओ को छे प्रोजेक्ट करवाना मारा अलिगम साथे सहमत नथी थतां, तेवा किस्सांमां हूँ तेमनी साथे ते बाबते चर्चा करवानुं चालु राभुं छुं.</p>					
32.	<p>I often apply my imagination to generate out of the box ideas. मैं अक्सर अपनी कल्पना से नवीन/ नवचार विचार दून्ढपाती/पाता हूँ। हूँ धएरीवार मारी कल्पनाओ उपयोग नवा विचारो करवामां करुं छुं.</p>					
33.	<p>I do not find it difficult to communicate in a large group. बड़े समूहों में बात करने में मुझे कोई मुश्किल नहीं होती। मोटा समूहोमां वातचीत करवामां हूँ मुश्कली अनुभवती/अनुभवती नथी.</p>					
34.	<p>I am unable to critique ideas proposed by others using sound reasoning. मैं चर्चा के दौरान दूसरों द्वारा प्रस्तुत किये गए विचारों का तर्क-वितर्क नहीं कर पाती/ पाता हूँ। तर्कबद्ध रीते बीजाओ द्वारा प्रस्तावित विचारोनी आलोचना करवामां हूँ असमर्थ छुं.</p>					
35.	<p>I spend sufficient time in gathering information about all possible</p>					

	<p>alternative choices. मैं सभी संभावित विकल्पों के बारे में जानकारी एकत्रित करने में पर्याप्त समय बिताती/ बिताता हूँ। હું બધા સંભવિત વિકલ્પો વિશેની માહિતી એકત્રિત કરવા માટે પૂરતો સમય પસાર કરું છું.</p>					
36.	<p>I attend to other people's views while finding solutions in a situation of disagreement. मैं विवादकीस्थितिमेंदूसरोंकेनज़रियों परभीध्यानदेती/ देताहूँ। અસહમતિની સ્થિતિમાં જ્યારે ઉકેલ શોધું છું ત્યારે અન્ય લોકોના મંતવ્યો પર પણ ધ્યાન આપું છું.</p>					
37.	<p>I generally remain unaffected by the emotional outburst of someone who is upset. मैं आम तौर पर किसी परेशान व्यक्ति की भावनाओं के प्रदर्शन से प्रभावित नहीं होती/होता हूँ। કોઈ જે ઉદાસ છે તે તેની ભાવનાઓનો ઉભરો ઠાલવે છે ત્યારે મને સામાન્યતઃ કોઈ અસર થતી નથી.</p>					
38.	<p>I do not get negatively affected by the disruptions/challenges I face in achieving my goals. अपनेलक्ष्यकीओरबढ़तेहुएबाधाओं का सामना करने परमैंउनसेनकारात्मकरूपसेप्रभावितनहींहोती/होताहूँ। મારા ધ્યેય તરફ આગળ વધતી પ્રયત્ને મને જે અવરોધો/પડકારોનો સામનો કરવો પડે છે તેનાથી હું નકારાત્મક રીતે પ્રભાવિત થતો/થતી નથી.</p>					
39.	<p>I make judgements based on factual information.</p>					

	मैं अपनी राय तथ्यों के आधार पर बनाती/बनाता हूँ। हूँ तथ्यात्मक जाणकारीना आधारे मारो अलिप्रायबनाजुं छुं.					
40.	I am usually able to think of multiple alternatives to solve a problem. मैं आमतौर पर समस्या का हल निकालने के लिए विभिन्न विकल्प सोच पाती/ पाता हूँ। सामान्य रीते कोई समस्याना समाधान माटे हूँ विविध विकल्पो विशे विचारी शकुं छुं.					
41.	I am able to suggest many creative and novel ideas at home and school. मैं घर और स्कूल में अनेक रचनात्मक और नए सुझाव देपाती/पाता हूँ। हूँ घरमां अने शाणामां घणा रचनात्मक अने नवा नवतर विचारे आपी शकुं छुं.					
42.	I tend to focus more on my own point of view when conversing with others. दूसरों से बातचीत करते समय, मैं अपने नजरिये पर अधिक ध्यान देती/ देता हूँ। अन्य लोको साथे वातचीत करता समये हूँ मारो दृष्टिकोण पर वधु वधारे ध्यान आपुं छुं.					
43.	I avoid taking part in planning school events, such as annual day. मैं वार्षिक उत्सव जैसे स्कूल आयोजनों में भाग लेने से कतराती/ कतराता हूँ। हूँ वार्षिक-उत्सव जेवा शाणाना कार्यक्रमोना आयोजनमां भाग लेवानुं टाणुं छुं.					
44.	I am able to recognize how my emotions influence my actions. मैं अच्छी तरह पहचान पाती/ पाता हूँ कि किस तरह मेरी भावनाएं					

	मेरे व्यवहार को प्रभावित करती हैं। हું सारी रीतेसमञ्ज शकुं छुं के मारी लागणीओ मारी वर्तण्कने केवी रीते असर करे छे.					
45.	I do not pay much attention to my classmate's views when working with them. मैं अपने सहपाठियों के साथ काम करते समय उनके विचारों पर ज़्यादा ध्यान नहीं देती/दिता हूँ। हું मारा सहपाठ्यायीओ साथे काम करती वभते तेमना विचारो पर वधारे ध्यान आपतो/आपती नथी.					
46.	I am able to interpret available information in any given situation. मैं किसी भी स्थिति में उपलब्ध जानकारी का विवेचन कर पाती/पाता हूँ। कोई પણ संज्ञोगोमां हું उपलब्ध माहितीजुं अर्थघटनकरी शकुं छुं.					
47.	I am aware how my actions influence my life. मैं इस बात से परिचित हूँ कि मेरे व्यवहार का मेरे जीवन पर क्या असर पड़ सकता है। हું ऐ वातथी वाकेइ छुं के मारुं वर्तन केवी रीते मारी जिएगी पर असर करी शके.					
48.	I get nervous talking to people I do not know well or have never met before. मैं अनजान लोगों से बात करने में घबरा जाती/जाता हूँ। जे लोकने हું सारी रीते ज्ञाएतो नथी के अथवा पहेलां क्यारेय मळ्यो नथी तेवा लोको साथे वात करवामां गभराट अनुभवुं छुं.					
49.	I do not think my actions will shape what happens in my life. मुझे नहीं लगता कि मेरा जीवन मेरे कर्मों पर निर्भर है।					

	મને નથી લાગતું કે મારા જીવનમાં જે કંઈ બની રહ્યું છે તે મારા કર્મો પર આધારિત છે.					
50.	I analyze and prioritize my choices while making a decision. મૈનિર્ણયલેતેસમયવિકલ્પોનીજાંચકરકેઠન્હેપ્રાથમિકતાદેતી/દેતાહું। હું જ્યારે કોઈ નિર્ણય કરું છું ત્યારે <u>બધા વિકલ્પો ના માસી-પસંદગીઓનું</u> વિશ્લેષણ કરી તેને પ્રાથમિકતા આપું છું.					
51.	It is difficult for me to analyze pros and cons related to various career options, while making future educational plans. અપનીશૈક્ષિક યોજનાएं बनातेसमयविभिन्न व्यावसायिक विकल्पों के फायदे औरनुकसानोंकीजांचकरनेमेंमुझेमुश्किलहोतीहै। જ્યારે ભવિષ્યની શૈક્ષણિક યોજનાઓ બનાવું છું ત્યારે કારકિર્દીના વિવિધ વિકલ્પોને સંબંધિત ફાયદા અને ગેરફાયદાનું વિશ્લેષણ કરવું મારા માટે મુશ્કેલ છે.					
52.	I find it difficult to learn something positive from every difficult situation I encounter. मैंहरकठिनपरिस्थितिमेंसकारात्मकसबकनहींसीखपाती/पाताहूँ। પ્રત્યેક મુશ્કેલ પરિસ્થિતિ જેનો હું સામનો કરું છું તેમાંથી કંઈક સકારાત્મક શીખવામાં મુશ્કેલી અનુભવું છું.					
53.	I am not able to come up with very many alternatives when I try to think up possible solutions to a problem. जब मैं किसी समस्या के मुमकिन समाधानों के बारे में सोचती/ सोचता हूँ तो मैंबहुत सारे विकल्प सोच नहींपाती/पाता। જ્યારે હું કોઈ સમસ્યાના સંભવિત ઉકેલો વિશે વિચારું છું, ત્યારે હું ઘણા વિકલ્પો વિચારી શકતો/શકતી નથી.					

	<p>I am able to combine experiences, ideas or concepts to create new way of doings things.</p> <p>मैं अनुभवों, विचारों या अवधारणाओं को जोड़ कर काम करने के नए तरीकों का सृजन करपाती/पाताहूँ। हूँ अनुभवों विचारों अथवा विभावनाओं ने जोड़ीने काम करवानी नवी पध्दतियों बनाववा माटे सक्षम हूँ।</p>					
55.	<p>I use logic to solve problems.</p> <p>मैंसमस्याओंकोहलकरनेकेलिएतर्क /लॉजिककाउपयोगकरती/करताहूँ। समस्याओंको उकेल लाववा माटे हूँ तर्क-वितर्कको उपयोग करुं हूँ।</p>					
56.	<p>I do not get emotionally caught up in other people's problems.</p> <p>मैंदूसरे लोगों की समस्याओं में भावनात्मक रूप से नहीं उलझती/ उलझताहूँ। हूँ अन्य लोकोंनी समस्याओंमां भावनात्मक रीते सामेल थतो/थती नथी।</p>					
57.	<p>If my views are not accepted in group work, I stop engaging in dialogue with the group.</p> <p>यदि सामूहिक कार्योंमें मेरे विचार स्वीकार नहीं किये जाते तो मैं चर्चा करना बंद कर देती/दिता हूँ। जो मारा विचारोंने सामूहिक कार्यमां स्वीकारवामां न आवे, तो हूँ समूह साथे चर्चामां सामेल थवानुं बंध करुं हूँ।</p>					
58.	<p>I do not invest too much time in weighing all my choices when making life decisions.</p> <p>मैं अपने जीवन के निर्णय लेते समय सभी विकल्पों को तोलनेमेंज़्यादासमयनहींलगाती/लगाताहूँ।</p>					

	હું મારા જીવનના નિર્ણયો લેતી વખતે તમામ વિકલ્પોને મૂલવવામાં વધુ સમય આપતો/આપતી નથી.					
59.	I do not hesitate to take part in voting in school elections. મુझेस्कूलकेचुनावोंमेंअपनामतदानदेनेमेंबिलकुलझिझकनहींहोतीहै। शाળાની ચૂંટણીઓમાં મતદાનમાં ભાગ લેવામાં હું અચકાતો નથી.					
60.	I feel I have nothing to look forward to when faced with failure. વિફલતાકાસામના કરને પર મੈં માયૂસ હો જાતી/ જાતા હૂં જ્યારે નિષ્ફળતાનો સામનો કરવો પડે ત્યારે હું નિરાશ થઈ જાઉં છું.					
61.	I am able to work with different materials to create craft items in my art class. મੈં વિભિન્ન સામગ્રિયોં કાઝપયોગ કર કે કલા કી ક્લાસ મેં ક્રાફ્ટ કી ચીજોં વના પાતી/ પાતા હૂં હું મારા કલાના વર્ગોમાં વિવિધ સામગ્રીનો ઉપયોગ કરીને હસ્તકલાની વસ્તુઓ બનાવી શકું છું.					
62.	I do not usually relate to the feelings of those around me. મੈં આમતોર પર અપને આસપાસ કે લોગોં કી ભાવનાઓં સે જુડનહીંપાતી/ પાતાહૂં હું સામાન્ય રીતે મારી આસપાસના લોકોની ભાવણી સાથે જોડાઈ શકતો/શકતી નથી.					
63.	I am unable to come up with the most creative and novel solution to a problem. મੈંસમસ્યાઓંકેવહુતરચનાતમકઔરનવીનસમાધાનનહીંહૂંબપાતી/પાતાહૂં હું સમસ્યાઓના સૌથી વધુ સર્જનાત્મક અને નવીન સમાધાન શોધી શકતો/શકતી નથી.					
64.	I pay attention to the responses of others when having a					

	<p>conversation with them.</p> <p>मैं दूसरोंसेबातचीत करते समयउनकी प्रतिक्रियाओं पर ध्यान देती/ देता हूँ। ज्यारे हूँ अन्य लोके साथे वातचीत करती/करती होऊँ छुं, त्यारे तेमनी प्रतिक्रियाओ पर ध्यान आपुं छुं.</p>					
65.	<p>I use a systematic method for comparing different choices when making decisions.</p> <p>निर्णय लेते समय मैं व्यवस्थित तरीकेसेविभिन्न विकल्पों की तुलना करती/ करता हूँ। ज्यारे निर्णयो लऊँ छुं,त्यारे विविध <u>परसंकेतोंके विकल्पों</u> नी तुलना करवा माटे व्यवस्थित पद्धतिनो उपयोग करुं छुं.</p>					
66.	<p>I actively engage in making joint decisions at home.</p> <p>मैं अपनेघरसम्बंधित लिए गए निर्णयों में सक्रिय रूप से हिस्सा लेती/ लेता हूँ। हूँ मारा घरमां संयुक्त रीते लेवातां निर्णयोमां सक्रियपणे भाग लऊँ छुं.</p>					
67.	<p>I engage in dialogue to convince others of my views when there is a disagreement.</p> <p>मतभेद होने पर मैं दूसरों सेबातचीत करकेउन्हे अपने विचारों पर यकीन /विश्वास दिलाती/ दिलाता हूँ। मतभेदोना डिस्साभां हूँ अन्य लोकेमे मारा विचारो साथे सहमत करवा माटे चर्चा करुं छुं.</p>					
68.	<p>I am able to look at obstacles/adversities as opportunities to grow in life.</p> <p>मैं बाधाओं/प्रतिकूलताओं को जीवन में आगेबढ़ने के अवसर मानती/मानताहूँ।</p>					

	હું પ્રતિકૂળતાઓને જીવનમાં આગળ વધવાની તકો તરીકે જોઉં છું.					
69.	<p>I find it difficult to communicate with someone who is speaking impolitely.</p> <p>अगर कोई व्यक्ति बेरुखी से बात कर रहा हो तो मैं उससे संवाद नहीं कर पाती/पाता हूँ। જો કોઈ ઉદ્દતાઈથી વાત કરે છે, તો મને તેની સાથે વાતચીત કરવામાં મુશ્કેલી અનુભવાય છે.</p>					
70.	<p>I am able to arrive at the best solution after considering merits and demerits of possible options in a given situation.</p> <p>मैं किसी स्थिति में संभावित विकल्पों के गुणों और अवगुणों पर विचार करने के बाद सबसे अच्छे समाधान पर पहुँच पाती/पाता हूँ। હું કોઈ પરિસ્થિતિમાં શક્ય વિકલ્પોના ફાયદા અને ગેરફાયદા પર વિચાર કર્યા પછી સૌથી શ્રેષ્ઠ સમાધાન પર પહોંચી શકું છું.</p>					

CONFIDENTIAL -

Not To Be Shared